

# Kay Rowe Nursery School and Children's Centre



## Send Info Report. September 2023

**Signed by:**

**Chair of Governors**

**Date**

**Agreed at the Governing Body meeting on**

## **Kay Rowe Nursery School and Forest gate Forest Gate Children's Centre**

### **SEN Information Report 2023**

At Kay Rowe we are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils whatever their needs or abilities. We believe that inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of welcoming and inclusive communities. Staff and governors at Kay Rowe Nursery School and Children's Centre are committed to the full implementation of the 2014 SEND code of practice: 0 to 25 years.

#### **Which special educational needs do KR make provision for?**

Children with a wide range of learning disabilities and additional needs are provided for in the nursery; ASD, speech and language, developmental delay, profound and multiple learning disabilities, physical disabilities, Down's Syndrome and behavioural/social and emotional disabilities.

#### **Identification of children with special educational needs.**

Children may be identified as having special needs in a number of ways.

- A family may indicate that their child has a particular need when they register their child for a nursery place.
- Staff may become aware of children with special needs who are attending sessions based in the Children's Centre or the Nursery School such as: Stay and Play group or during stay and play sessions (for children due to start nursery in the next academic year).
- Staff may become aware of children with special needs during home visits prior to their starting date at Nursery.
- Learning support services who are working with the families in the area may contact the school or advise the family to contact the school.

## **Assessment of children with special educational needs.**

Assessment of a child's ability and progress is on-going throughout the year and is carried out by the SENCO, teachers and Early Years Educators. Kay Rowe also has a 'buy in' speech and language therapist who attends the school for one day a week who will carry out both formal and informal assessments of language and communication development. When necessary, referrals are made to external agencies such as Speech and Language, LCIS, CNDS and OT. These professionals then meet with the staff and parents to further identify a child's specific needs and highlight any necessary support or intervention needed. Also, wherever possible, the child is involved in the decision making process.

All children on SEN support are included on the School Provision Map (see below) which supports their individual needs in addition to the nursery curriculum. The SENCO monitors the implementation and holds regular 'support plan meetings' with The Head Teacher, Inclusion team senior and class teacher to discuss each child's progress. Key persons and inclusion team staff also meet with the children's parents to set individual targets for them together.

The School Provision Map provides opportunities for ongoing assessment ,(communication/observations/children's work) and is reviewed termly. These reviews will identify the effectiveness of current interventions. Any necessary changes to future support are then made and new targets for the following term.

## **The Inclusion Team**

The Inclusion Team is responsible for overseeing all support and progress for children with special educational needs and their families.

They are:

- The SEND coordinator is Paolina Tempesta who can be contacted via the school.
- 1 Senior Early Years Educator and inclusion team lead Nadia Bryaj. 1 full time Early Years Educator and 3 part time early years educators Fariha Manem, Aneesa Patel and Rooksana Begum. 1 part time apprentice Early Years Educator Gurpreet Notrya.

In the Children's Centre SEND support comes from the SEND Senior Family Support, Josie Brown. Families need to be referred to Josie for support via the MASH portal.

### **The Governing Body**

The Governing Body as a whole is responsible for making provision for pupils with SEND. The Inclusion governor, with an interest in SEND, is Matt Brooks.

### **Other services**

We also employ a part time Speech and Language Therapist (one day a week) and a part time dance movement specialist (Louise Klarnett) specifically to work with children who have additional needs. In addition, staff have been trained to continue the dance and movement provision.

We use DAF funding and the music enrichment grant to pay for a music therapist one day a week - Nicholas O'Donnell Smith. Nick works specifically with children who have additional needs.

### **Connect with me**

Kay Rowe has started running an intensive 6 week program called 'Connect with me' for children with ASD or children known to the Language Communication and Interaction Service (LCIS). This involves 5 children and a parent experiencing a carousel of therapists in one morning - SALT, music therapist, OT, Sensory story and family support worker. The therapists produce next steps for the children which the parents take away with them and produce a report at the end of the 6 weeks.

### **A Multi-Agency Approach**

KR recognises the benefits of working closely with support services and external agencies in order to provide a fully inclusive and supportive learning environment.

Agencies currently used by KR:

- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)

- Physiotherapy
- Behaviour Support Service (BSS)
- Health Visitors and Community Nurses
- SEND Early Years specialist teacher
- Complex needs and dyslexia service (CNDS)
- Language Communication and Interaction Service (LCIS)
- Area SENCOs
- Sensory Services
- CDS

**Where parents/carers can get extra support:**

Parents can find general information on support available within Newham for children with special educational needs (SEN) or disabilities in early education at:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=3>

At kay Rowe we also offer the following support

Half termly bengali tea and chat group for bengali speaking parents of children with additional needs.

SEND coffee mornings

DLA workshops termly

Termly visits out for children with SEND for example to the theatre, Discover and Kew gardens.

Forest School weekend sessions for children with SEND.

## **The Curriculum**

The curriculum we present is broad and balanced. Staff plan activities and learning opportunities (based around the Development Matters document and the Kay Rowe Curriculum), which are developmentally appropriate, differentiated and flexible enough to meet the needs

of all children including those with a range of special needs. We recognise that early identification of difficulties and appropriate intervention will give children the best possible start, help them progress and raise achievement. Through our curriculum organisation we aim to enable all children to have equality of access and to reach a high standard of achievement in relation to their potential. In addition to this we offer a range of specialised groups according to need (Provision Mapping).

## **Provision Mapping**

Our Inclusion Team offers a wide range of activities designed to provide learning opportunities that support and meet the needs of children with SEND. These activities include: specific language activities, Tiny Topics, Sensory Stories, Super Snackers (for children who may be tactile defensive or have feeding issues) Developmental Movement, Soft Play, use of the Sensory Room, Circle-Time. Environmental walks and bike rides, autism bucket activities

All children identified as having additional needs will have access to this Provision Mapping.

The SEND family support officer offers family support and a range of support to parents including “tiny talkers” SEND stay and play, Triple P Stepping Stones (for parents of children with SEND), EPATS ( Early Positive Approach to Support).

There are also a large number of online advice and support videos available for families from the Newham speech and language therapists <https://www.youtube.com/@elftscypsnewham3211>

## **Resources and equipment**

We use a 'total communication' approach which includes visual timetables, objects of reference, picture references, core boards, books and intensive interaction.

We have a sensory room which can help promote language and social skills as well as being a quiet, relaxing place for the children to enjoy.

Staff are also trained in the use of equipment when necessary for example hoists and peg feeding.

### **Staff training**

The school audits training needs for all staff taking into account school priorities as identified in the School Development Plan (SDP), as well as individual Professional Development.

### **Partnership with Parents and Carers**

At KR we believe that parent/carer knowledge, views and concerns are an integral part of the process of identifying and addressing their child's SEND and their involvement as partners is vital. The effectiveness of any intervention depends upon their level of involvement.

Parents/carers are involved and consulted throughout the support plan and EHCP process. Procedures are explained so that there is a close working relationship and so that parents/carers are aware of the targets set for their child and the support that is being provided. They are also offered advice about how they can work with their child at home. Consultation with parents happens informally on a daily basis as well as at Parent Conferences and review meetings. Additional consultations can be made at either the parents/carers or our request at a mutually convenient time. Parents/carers may bring a friend to meetings for support. KR will make arrangements for an interpreter or translator to be present at meetings when necessary.

### **SENDIASS**

Special Educational Needs and Disability Information Advice and Support Service, (SENDIASS) is a statutory service designed to support parents/carers, children and young people 0-25, with issues relating to their special educational needs and disability (SEND) rights and provision. The support offered is free, impartial and confidential, as the

service works at arms-length from the local authority (LA). Information about SENDIASS can be found here  
<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=8>

### **Transition**

When children with SEND are due to go to Primary School a transition programme is implemented as soon as possible, usually 8-10 weeks before transfer. The SENCO liaises with the parents/carers and SENCO of the Primary School to ensure that effective arrangements are in place to support the child. Specific issues which may cause the child difficulty in transition are considered and where possible strategies put into place to ease them. A review meeting is also held and staff from the receiving school, along with parents/carers are invited to attend.

### **Complaints Procedure**

Staff liaise closely with parents/carers at all times, however, in the event of parents/carers feeling unhappy about the school's response to their child's needs the school complaints procedure will be followed. The complaints procedure can be found here  
<https://kayrowe.newham.sch.uk/wp-content/uploads/2020/09/Complaints-policy.pdf>

### **The Local Offer**

parents can find information on the local offer here  
<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>